



The Shade Primary School

Remote Learning policy

Version:	2.0
Author:	Headteacher
Approved by:	Advisory Body
Date:	Autumn 2024
Review date:	Autumn 2027



1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Use of remote learning

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is:
 - Not possible to do safely
 - Contradictory to guidance from local or central government

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available during the times specified in their contracts.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely
- Ensure they adhere to the dress code set out in the trust's Code of Conduct for All Adults

They are also responsible for:

- Providing opportunities for new learning, as well as opportunities to reinforce and consolidate prior learning
- Offering learning opportunities that are inclusive, and uphold our 5Rs Values & Readiness Curriculum
- Ensuring that online safety is promoted and reinforced when pupils are required to access digital technology
- Providing support and guidance for pupils to enable them to successfully engage with the remote learning approach
- Seeking to identify and produce appropriate educational resources
- Fostering an open pathway for communication between home and school – using Class Dojo
- Providing relevant feedback to through Class Dojo portfolios.

- Adhering to government Health and Safety guidelines regarding use of screens.
- Monitor & record children's attendance to online sessions on order to ensure that we can follow up any Safeguarding concerns and overcome barriers to non-attendance.
- Attending virtual meetings with colleagues, parents/carers and pupils –:
 - Ensuring they are dressed in accordance with the code set out in the trust's Code of Conduct for All Adults.
 - Ensure they are in a location that is appropriate for a professional meeting – avoiding areas with background noise, that there is nothing inappropriate in the background of the meeting, that they meet in a private location.

In the event of school closure that is longer than one school day, teachers will also:

- Provide a balance of synchronous learning (where pupils and staff interact in real time in a specified virtual space) and asynchronous learning (where communication is not in real time)
- Teachers will set work through Class Dojo using class pages and student profiles. This will include details on how and what to complete, as well as links to learning activities where relevant. Teachers will aim to upload this by 5pm the day before.

The expectation for pupils is that:

- Pupil's will be supplied with a weekly schedule, when relevant
- The school does not expect work to be printed
- Evidence of work should be submitted daily via Class Dojo. This may be scanned work, photographs or video

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents/carers and pupils –:
 - Ensuring they are dressed in accordance with the code set out in the trust's Code of Conduct for All Adults.
 - Ensure they are in a location that is appropriate for a professional meeting – avoiding areas with background noise, that there is nothing inappropriate in the background of the meeting, that they meet in a private location.

3.4 The Headteacher

The headteacher has overarching responsibility for the quality and delivery of remote education.

They should overcome barriers to digital access where possible for pupils by:

- Distributing school-owned laptops accompanied by a user agreement or contract (if possible)

- Securing appropriate internet connectivity solutions where possible
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/cares
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern
- Ensuring staff are trained and confident in their use of online digital education platforms
- Training staff on relevant accessibility features that your chosen digital platform has available
- Providing information to parents/carers and pupils about remote education
- Working with the trust team to ensure pupils eligible for benefits-related free school meals (FSM) are offered good quality lunch parcels or food vouchers

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for:

- Looking after the welfare of the child
- Responsible for ensuring that the child is not at risk and
- Referring cases of suspected abuse to the local authority children's social care

The Designated Safeguarding Lead is: Jane Segust – Headteacher

The Deputy Designated Safeguarding Leads are:
Megan Goldsack, Eloise Pearce and Tracey Rice

Our safeguarding & child protection policy is available on the [school website](#).

3.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Ensuring staff and pupil MS Teams accounts are accessible.
- Helping staff and parents/carers with any technical issues they're experiencing with software needed to complete remote learning

- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)

3.7 Pupils and parents/carers

Parents/carers should support their child's remote learning by:

- Supporting the school's aims and values
- Fostering an open pathway for communication between home and school, using Class Dojo
- Encouraging and supporting their child so that they are able to successfully engage with set learning
- Submitting learning each day on Class Dojo, this may be scanned work, photographs or video.
- Following the school MS Teams guidance and expectations

Children learning remotely are expected to:

- Demonstrate respect and make the most of synchronous learning opportunities
- Be expected to show positive learning attitudes when completing learning tasks.
- Complete remote learning, as set by the class teacher, each day
- Report any concerns that arise - through their access to technology - to a trusted adult
- Follow the school MS Teams guidance and expectations

3.8 Advisory Body

The advisory body is responsible for:

- Monitor the school's remote learning offer to ensure that it is of a high quality
- Ensure remote learning systems are appropriately secure, for data protection and safeguarding reasons
- Provide support and challenge to the members of the school leadership team
- Monitor and promote pupil and staff wellbeing

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to member of the school's senior leadership team
- Issues with ICT – talk to ICT staff
- Issues with their own workload or wellbeing – talk to a member of the senior leadership team
- Concerns about data protection – contact the trust's data protection team- DPO@staploeeducationtrust.org.uk

- Concerns about safeguarding – talk to the DSL

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Avoid the use of personal devices for the delivery of remote learning, unless prior consent from the headteacher has been sought
- Use school specific email addresses or Class Dojo to communicate with parents and carers
- Ensure that emails shared with multiple families are sent using bcc so that email addresses are not visible to all recipients
- Store recordings of MS Teams meetings are stored within MS Team or on the school server

5.2 Processing personal data

Staff members do not need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Staff will contact families using the telephone numbers in Arbor.

5.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

The school's Safeguarding & Child Protection Policy is available from the school's website. The safety and wellbeing of our pupils and staff is a priority. If families have any safeguarding concerns while their child is learning remotely, they should contact the school in the following way:

- Mrs Segust, Headteacher & Designated Safeguarding Lead
- Miss Goldsack, Mrs Pearce & Mrs Rice, Deputy Designated Safeguarding Leads
- Email: safeguarding@shade.cambs.sch.uk

7. Monitoring arrangements

This policy will be reviewed every three years by the headteacher. At every review, it will be approved by the school's advisory body.

8. Links with other policies

This policy is linked to our:

- Behaviour Regulation policy
- Safeguarding & Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Code of Conduct for All Adults
- ICT and internet acceptable use policy